**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Archer** | | | **Grade: 3** | | | **Date(s)**: Day 3 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How does place value understanding help me add and subtract within 1000?**  **What strategies can I use to add and subtract multi-digit numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Paper and pencil** | | | **Fact family, add, subtract, addend, sum, difference, strategy, commutative property, equation** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2**  **3NBT2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** | | | | | |
| **I Can Statement(s): I can add and subtract whole numbers from 0 – 1000. I can understand the relationship between addition and subtraction.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Ask students to figure out how many boys and girls are in our class. Have students make as many addition equations as possible with these numbers. Then do the same with subtraction problems. Ask a student to explain how many equations they were able to make of each. | | | | | |
| **Teacher Directed: Introduce a Fact Family Triangle (3 numbers that can be manipulated to make a 4 number sentence Fact Family), Intro “addend.” Ask which two are addends? Construct addition sentence. Can you make another addition sentence? How? (repeat – can’t make a 3rd.) Continue the cycle with 2 subtraction sentences. Rules for fact familes – 1. Use all 3 numbers. 2. All number sentences (equations) must be true.** | | | | | |
| **Guided Practice: Partners work together with teacher guidance to solve and make a fact family for: Nelly has 272 marbles. 151 marbles are red. How many marbles are not red? What are the key words to help you decide the operation to use? Make a fact family to show this.** | | | | | |
| **Independent Practice: Teacher gives co-op groups three Fact Family triangles. Students use them to make Fact Families, then share with the group how they did so.** | | | | | |
| **Closing/Summarizing Strategy: tell a shoulder partner how you take 3 Fact Family numbers and make Fact Families out of them.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Give students 4 equations. They should identify the equation that does not belong and write in their journal to explain why. | | | Use two digit numbers for Fact Families. | | | Orally explain how you made a Fact Family with 3 numbers. |
| **Assessment(s): Teacher Observation/Next Day’s morning work** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |